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ABSTRACT

Understanding motivation is central to effective use of human resources. Cognitive and noncognitive theories have been developed to explain motivation. Cognitive theorists, including Maslow, argue that a person's behavior can be predicted when that person's internal needs, values, and feelings are understood. Noncognitive theorists consider conditioning a critical factor in behavior, citing externally provided rewards and punishments as primary motivating forces. No single theory incorporating all the variables in the workplace has been developed to explain behavior within organizations, though it is clear that the satisfaction of needs and the characteristics of reward systems, technologies, leadership styles, and job designs affect motivation in the workplace. Management attitudes toward human behavior often determine the nature of these organizational variables. The attitude that people are inherently opposed to work and must be controlled has been shown by research to foster management systems that are less effective than those based on the attitude that people seek responsibility and function best when left free to work toward their own objectives. Whatever attitude or theory is espoused, administrators who know and understand the organizational variables that affect motivation will have a greater range of effective management tools available. (PGD)

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INCREASING PERSONAL AND ORGANIZATIONAL EFFECTIVENESS

TREATISE NO. 6

"PROMOTING THE ORGANIZATION"

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EA 017 759

The New Mexico Research and Study Council adopted its Constitution on January 14, 1959, with sixteen public school districts, the State Department of Education, and the University of New Mexico becoming charter members. Today, the Council is fifty-six members strong, and is celebrating, during this 1983-84 school year, twenty-five years of educational service to New Mexico's youth.

The Council is an organization designed specifically to facilitate cooperative study and solution of educational concerns. Through the combined resources, assistance, and direction of members, the Council strives to improve and expand elementary and secondary education in New Mexico.

This publication represents the Council's first effort at celebrating this auspicious occasion, the Silver Anniversary Year of the New Mexico Research and Study Council.

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July 1, 1983

PREFACE

Six edifying and thoughtful expositive papers are being distributed to the educational administrators of New Mexico as one of several special Twenty-fifth Anniversary efforts of the New Mexico Research and Study Council. The personal and organizational topics and their approximate 1983 publication dates are as follows:

1. Understanding Organizational Patterns (April 15)
2. Characteristics of Effective Organizations (May 1)
3. Understanding Sources of Organizational Conflict And Conflict Management Strategies (May 15)
4. Time Management Techniques (June 1)
5. Maintaining Successful Communications (June 15)
6. Promoting The Organization (July 1)

We owe thanks to the American Association of School Administrators and its National Academy For School Executives for providing the impetus which led us to the development of this series of abstracts. The Council had initially hoped to participate in the Academy's July 1983 Colorado Springs seminar titled "Increasing Personal And Organizational Effectiveness", but when legislated school budget reductions made such an educational experience an impossibility for 1983, we utilized the Academy's seminar description as the basis for preparing these treatises.

The papers were initially researched and drafted by Bea Davis, a Council graduate assistant, as her primary assistantship assignment during the spring

semester of 1983. Bea and I "polished" the papers, and release them as Council publications envisioning that practicing school administrators will utilize them as useful self-education and staff-education conveyances.

Superintendents, after reading each treatise, are encouraged to have the six compendia placed in a three-ring binder or other easy-to-use professional library reference folder and to share the publications with subordinates and other key faculty and staff members.

Preparing papers for colleagues to read (and critique) is a weighty task. I appreciate the effort put forth by Bea Davis in encapsulating in a relatively brief set of papers an extensive, multifarious and utilitarian array of views, concepts, and principles applicable to the everyday thoughts and endeavors of both administrative theorists and practitioners.

Dr. Richard F. Tonigan

PROMOTING THE ORGANIZATION

MOTIVATION

To promote the goals and objectives of the organization human resources should be used effectively. This fundemental responsibility requires an understanding of basic concepts of motivation and need satisfaction. Knowing what motivates behavior toward optional performance can assist administrators in their search for greater effectiveness, as theories of motivation and need satisfaction address attitude development, behavior, and consequently, job performance.

Motivation is certainly one important determinant of voluntary behavior, particularly job performance. Understanding motivation, then, is central to effective utilization of human resources.

Motivation is an inner state that causes individuals to behave in certain ways, directed toward their goals. Motivation guides behavior toward the satisfaction of wants, desires, and needs. While the nature and strength of people's specific needs are highly individualized, knowledge of motivation theory can promote awareness and understanding relevant to good organizational development.

COGNITIVE AND NONCOGNITIVE THEORIES OF BEHAVIOR

Theories of behavior can be divided into two spheres, based on a difference of perspective about what causes behavior. Both cognitive (based on knowledge) and noncognitive (based on conditioning) explanations have been developed. Cognitive theories emphasize the internal aspects of motivation,

examining what motivates people and how behavior is produced. The key notion in cognitive theory is the idea that understanding what people think and how they feel is central to predicting how they will behave. Internal needs, rewards, and the dynamics of interrelationships are explored in cognitive behavioral theory. In cognitive theories there are process models which look at incentives, drives, reinforcement, and expectancy. There are also content theories which focus on the variables that influence behavior, including internal needs and external conditions. Both process and content emphasis are found within the sphere of cognitive explanations of behavior.

The noncognitive approach, on the other hand, does not particularly address these internal conditions and processes. Instead, behavior is believed to result from the conditioning effects of reinforcement. Behavior is shaped through reward and punishment. Positive reinforcement promotes desired consequences. Ignoring or punishing responses will decrease or extinguish undesired behaviors.

One of the most prominent and influential cognitive theories of motivation was developed by Abraham H. Maslow. He visualized a hierarchy of needs, with each level serving as a motivator to the next higher level (after the lower need is met). Maslow's hierarchy consists of physiological needs, safety and security needs, social needs, esteem or ego needs, and self-actualization needs.

Another interesting and popular theory was developed by F. Herzberg. Herzberg postulated two factors, labeled hygiene and motivator factors. He proposed that hygiene factors, like company policy and administration, simply function to prevent satisfaction. Only motivator factors, such as

achievement and recognition, can provide genuine motivation. Herzberg's two factor theory served as the basis for job enrichment programs developed for organizational effectiveness. While Herzberg proposed that only higher-level needs can serve as motivators, Maslow assumed that any unsatisfied need can provide motivation.

Another theory, developed by McClelland and Atkinson, is the achievement-motivation theory, which attempts to predict behavior based on a personality test designed to identify high and low achievement personalities. Research related to this theory has confirmed the existence of a strong relationship between achievement motivation and economic success.

Other theories of work motivation include a group referred to as expectancy or instrumentality theories. One such theorist, Victor H. Vroom, proposed that motivation is a three-step thought process that includes an assessment of the value of a particular goal, the relationship between an action and that goal, and expectations for the results. The common themes in expectancy theories include the view that conscious decisions are made by individuals to behave in certain ways on the basis of individual values, related to chosen, desired outcomes. The amount of effort required to achieve a given goal is assessed and the probability of being rewarded for achieving the desired outcome is evaluated in this expectancy process. The relationship between individual effort and performance is affected both by an individual's abilities and by role perceptions.

Work in an organization is the source of satisfaction of many needs. Basic needs can be satisfied, social needs can be attained, and goals can be achieved through organizational employment. The particular goals and

satisfactions sought through work are highly variable. One generally accepted motivation theory has not been developed and adopted that includes all these variables. But several factors surface from these conceptualizations that are relevant to administrative effectiveness. The degree to which needs are satisfied is apparently a prime determinant of individual behavior, satisfaction, and work performance. Organizational variables like reward systems, technologies, leadership styles, and job designs can encourage or discourage work effectiveness, particularly in communication behaviors, attitudes, and levels of satisfaction. Awareness of these organizational variables and their direct impact upon important motivational responses in behavior can facilitate strong leadership and good managerial performance.

VIEWS OF HUMAN NATURE

Many developed, planned organizational variables are founded on assumptions about basic human nature. Individual behavior can be perceived to stem from the good, industrious, and responsible nature of human beings or from the lazy, self-serving, irresponsible nature of people. These basic assumptions have significant impact on organizational developments and managerial styles. They determine compensation systems, communication patterns, authority relationships, control processes and planning styles. Theory X and Theory Y, proposed by Douglas McGregor, set forth these two alternate views of people as reflected in managerial systems.

Theory X posits a view that the average person has an inherent dislike for work and seeks its avoidance. This inherent dislike requires management to be coercive, directed, and controlled, with punishment built into the

system to achieve adequate efforts. Because people want to avoid responsibility, but seek employment security, authoritarian management is the most desirous form for effective achievement, according to Theory X.

Theory Y is based on a belief that people will exercise self-control and self-direction in their work when they share in organizational objectives and are committed to those objectives. People are believed to seek responsibility when rewards are associated to achievement. Theory Y postulates that the expenditure of physical and intellectual effort in an occupation is personally desirable and natural and will occur when organizations are functioning properly.

Rensis Likert, a renowned contemporary organizational researcher, has concluded that managerial systems based on Theory Y make significantly better use of human resources, increasing both the effectiveness and the efficiency of an organization. This primary managerial objective can be achieved more consciously when the implications of Theory X and Theory Y are understood.

Managers and leaders in education must be particularly aware of the phenomenon of self-fulfilling prophecies, especially in relation to their view of basic human nature. When an administrator assumes that employees are irresponsible and lazy and concerned only with paychecks, security, and easy tasks, performance is inclined to fulfill these expectations. Strict controls, highly programmed activities, and extensive supervision restrict the growth of individual capabilities, creating disharmony and job dissatisfaction. The opposite phenomenon also occurs when employees are assumed to be responsible and industrious individuals. Given the opportunity, people often rise to the situation and are more motivated to perform well.

STRATEGIES TO PROMOTE THE ORGANIZATION

While a number of motivation theories have been developed and researched, what causes behavior to be directed toward particular goals and to be sustained on a long-term basis has not been irrefutably determined. The major conceptual models found in behaviorial science literature do, however, have common themes with implications for managerial practice. Enlightened administrators find that there is potential for integrating the developing body of knowledge in useful ways to augment their skills in management.

Whether expectancy theory with its emphasis on thinking and feeling or noncognitive, operant conditioning theory is accepted, the role of positive reinforcement in organizational promotion has surfaced as a central premise in good management theory. Behaviors that are recognized and reinforced in positive ways are likely to continue and to increase, whether they are viewed as automatic responses or the result of a more conscious, internal process.

Administrative awareness of the vast assortment of individual needs, motivations, behaviors and goals, in addition to awareness of research theories in behavior and motivation allows for more flexible and more appropriate responses within the organization. Knowledge of a variety of approaches creates a broader range of possible responses to the individual situations that arise in an organization. There appears to be no one best way to motivate all people and no most satisfying reward to meet each individual's needs. The skillful leader can be effective and responsive by assessing particular problems as each situation arises, and develop solutions based on a wide range of choices. Higher order needs like esteem and self-actualization might best be emphasized in one situation, where another situation might

require an administrator to look first at physiological security or social needs. Balancing incentives is also important, providing recognition of self-esteem and accomplishment needs alongside hygiene factors like pay and working conditions. Managers must consider many variables simultaneously, including abilities, role perceptions, and reward systems. Flexible approaches based on awareness of both individual differences and theories of motivation can greatly enhance organizational functioning.